

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the Full Governing Board (FGB) Meeting held by Zoom App on Thursday 27th January 2021 at 7.30am

Constitution, Membership and Attendance

PARENTS -2	LA-1	STAFF-2	COOPTED -8
Alida Hawthorne (AHa)	Penny Frost (PF)	Sophie McGeoch (SMcG) (part)	Nigel Seymour (NS) <i>Chair</i>
Christina Powell (CP)		Sarah Taunton Johnson (STJ)	Annabelle Hughes (AH) <i>Vice Chair</i>
			Ulrich Tiedau (UT) (part)
			Chloe Walkom (CW)
			Lisa Fairmaner (LF)
			John Cannon (JC)
			Kasia Oberc (KO)
			Vacancy

bold = absent

Apologies: Alida Hawthorne

Absent without apologies: None

Also present: Jess Bunker (JB) (part)
 Laura Tadman (LT) (part)
 Laura Penberthy (LP) (part)
 Wendy Norman-Clerk to FGB

1.	Apologies, Welcome and Declarations of Material Interest	Action
1.1	The meeting started at 7.30 am. Apologies were received and accepted from Alida Hawthorne.	
1.2	Governors were reminded of their duty to declare any direct or indirect pecuniary interest which may relate to any matter under discussion on the agenda and none were declared. Governors also confirmed they were in a secure environment where confidentiality could be maintained.	
1.3	All Governors had now supplied their completed Declaration of Pecuniary Interest forms to the clerk and the Register of Interests had been further updated and uploaded to the website.	
2.	Actions Log	
2.1	Chair reviewed the FGB Actions Log. Most open actions could be closed as action had been undertaken/covered as agenda items this meeting.	

<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p>	<p>Items on the Log remaining open/ongoing were:-</p> <ul style="list-style-type: none"> • Data Protection Officer (DPO) • PPG Review-open <p>Current position regarding the security cameras covering school site was explained and a statement read out by Dep HT STJ written by Don Eckford (DE) explaining the system -which also needed to be added to the School's DP inventory.</p> <p>Governor question:- What had cost been for new system? STJ- small cost.</p> <p>Governors agreed there were no other outstanding actions.</p>	<p>STJ</p>
<p>3.</p> <p>3.1</p>	<p>Chair's Remarks</p> <p>Chair restricted his remarks to commenting on the very successful Governors' day in school held at the beginning of term. School team was thanked for the programme arranged for governors which had been very positive and about which very rich feedback had been received.</p> <p><i>This was also an agenda item later in the meeting.</i></p>	
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p> <p>7.6</p>	<p>Behaviour Policy Update</p> <p><i>This item was taken out of order to enable staff presenting at the meeting to leave sooner.</i></p> <p>HT explained that behaviour policy was a key objective in the SDP for the year ahead. The policy had now been prepared.</p> <p>It was not one policy but the ethos of the school underpinned by work on attachment theory. This related to the link between behaviour and relationships.</p> <p>Current behaviour policy had been reviewed by staff and children in summer 2021. Children had commented on areas for improvement.</p> <p>HT had reviewed attachment theory and the revised policy reflected both practice and theory.</p> <p>Behaviour policy had previously been based on a sanction/reward system. Sanctions worked effectively to produce short term responses but not necessarily to change behaviour In longer term.</p> <p>Change of thrust based on attachment theory was intended to bring about long-term intrinsic change. The school's educational psychologist had provided whole school training on introduction to attachment theory and the inset day in January had been for the HT to present the draft policy and receive feedback from year group staff.</p>	

7.7	All staff had been immersed in what the school ethos is and shared the goal however the way to get there still presented challenges.	
7.8	Trials had taken place of elements of the policy and an example was given to governors.	
7.9	Objective now was to try and understand the context and psychology behind behaviours in order to bring about long-term improved behaviour. <i>7.50am CP arrived</i>	
7.10	HT had met with Link Governor CW and HT would be meeting a group of parents in February to discuss the policy. (A diverse sample set of parents had been possible due to 50 applications for involvement).	
7.11	The next draft of the policy would be shared with all parents at Easter together with a survey. HT would be consulting with JLT to achieve a child's version of the policy which would be shared in assemblies.	
7.12	HT commented that her dream would be to deliver CPD for parents on the subject. Successes so far:- <ul style="list-style-type: none"> • Staff very invested. Senior TA a champion of the theory. • Time and CPD invested. • Robust action plan created. 	
7.13	Challenges: - <ul style="list-style-type: none"> • Staff concerned that 'control' has been removed • Behaviour tree has been removed with reliance now on relationships. • Emotive subject meaning parents may be concerned/wanting to protect their children. HT invited Link Governor to comment.	
7.14	Link Governor reported that she was very excited by the role and feels very passionate on the subject, having undertaken background training and reading on attachment theory. She referred to staff concerns and explained that Meadlands is the leading school in this area (although some Brighton and Hove schools are already implementing a similar policy).	
7.15	She further commented that the policy was completely in keeping with what Meadlands was doing already. She had been involved in discussions with the HT and the Senior TA and would be attending the parents meeting. She was happy to share her experience with other governors.	
7.16	Chair commented on the very rigorous approach to this policy that had been demonstrated and thanked the Link Governor for her contribution.	
7.17	Governor question: - With removal of behaviour tree how would	

	<p>children be rewarded for good work/improvement of behaviour? HT- Continuation to get certificates, house points etc. and children still very motivated by this. However question hangs over whether this should be kept in longer term. School would like long-term behaviour improvement in children not short term improvement based on more immediate reward.</p> <p>7.18 Governor question: - Is a wider group of Head Teachers involved in this change given transition occurs to secondary school? Is Grey Court taking on board what Meadlands is teaching otherwise it could be bewildering for Yr 7 pupils? HT-Meadlands is very sensitive to this and HT from Kingston Academy coming for meeting at Meadlands on the subject. School is very much aware of this potential issue.</p> <p>7.19 Governor question: - When FGB is presented to again going forwards could plans be shared as to parent's involvement in implementation eg support in aligning home and school approaches to behaviour . HT-Yes</p> <p>7.20 Governor Question: - Thanked staff for explanation of policy. What support for staff was there in this difficult area to ask the right questions? Was there a corporate approach? Dep HT-On-going training to deal with this. Can have a tiring and emotional impact on staff. Supervision was needed and deputy HT JB had created an informal support model. Not formal as JB not an Educational Psychologist. Link governor – Peer support group also created.</p> <p>7.21 Governor comment: - Some motivational behaviours may be brought in from home.</p> <p><i>Chair checked those present were happy for meeting to be recorded and started recording of meeting who benefit for those absent.</i></p>	HT
<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>Quality of Education</p> <p><i>Headlines- end of Autumn Term Whole School Data including Closing the Gap</i></p> <p>Deputy HT introduced Laura Tadman to report on EYFS Autumn attainment.</p> <p><i>Headlines: -</i></p> <ul style="list-style-type: none"> • Writing showed lowest attainment data • Reception had lowest no of pupils on Closing the Gap Register • Reception numeracy skills were poorest area with need for Mastery approach-addition and subtraction. Deeper knowledge required now. • 2 children using ECAT scheme to ensure they are showing the progress that accurately represents their progress due to SEND. • Nursery had 18% pupils targeted to be Exceeding Expected levels by summer 	

	<ul style="list-style-type: none"> • Reception no longer has Exceeding as a target • Maths CPD being delivered for staff regarding the new inspection framework for Reception <p><i>Reading update (following FADE report of previous FGB meeting)</i></p> <p>4.3 Headlines:-</p> <ul style="list-style-type: none"> • Timed assessments meant stamina was a factor. Reading boosters' focus varied between cohorts. • Of 9 pupils attending autumn boosters 3 had shown good progress. • Of 9 attending phonics boosters 6 passed, 3 will retake in June. • Those predicted to exceed targets in the autumn did achieve exceeding. • Yrs 5 & 6 were highest scoring years in Reading • Out of 31 SEN children, 16 or 52% made good progress. • Out of 39 PPG pupils, 22 or 56% made good progress • Summary was that no trend existed for Reading across the school, it varied cohort by cohort. <p>4.4 Interventions to raise standards:-</p> <ul style="list-style-type: none"> • Yr 2 were undertaking weekly comprehension exercises. • Whole school was receiving a push on vocabulary learning. • Reading boosters taking place in an eight week block in spring term. These boosters could be 1:1 or in small group determined on class by class basis. • Volunteers were now coming back into school gradually to assist with reading 1 to 1. • Parents evening on Reading curriculum being organised. <p>Deputy HT and Laura Tadman were thanked for their reports.</p> <p><i>LT then left the meeting.</i></p> <p><i>Maths FADE Report</i></p> <p>4.5 The Maths Lead Laura Penberthy (LP) was introduced to FGB and she then presented to the Board the Autumn term FADE report (Focus Action Do Evaluate).</p> <p>4.6 LP gave a presentation explaining how Maths was taught at Meadlands with Yr 2 example yearly overview being given as an example.</p> <p>Memory and retrieval were being taught as well as Maths concepts.</p> <p>4.7 Autumn term focus:-</p> <ul style="list-style-type: none"> • Multiplication check preparation-Yr 4 Support information being given to parents. 	
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<p>4.8</p>	<ul style="list-style-type: none"> • Calculation-videos being sent to parents and located on school website to help them understand calculation methods. • Maths moderation occurring across the school with teachers being supported. <p>Autumn term data had shown: -</p> <ul style="list-style-type: none"> • Strong attainment in KS 1 and KS2 • Attainment mostly in line with targets • Numbers not attaining expected standard varied class to class • SEND children made good progress in Maths • PPG children make good progress in some year groups • About 30% of each class from Yr 1 to Yr 4 attained the autumn term Exceeding standard. • In Yrs 5 and 6 this increased to 40% of the class attaining Exceeding standard. The autumn term attainment is in line with our targets. • 8 children across the school did not attain exceeding who were targeted to. • Out of 31 SEN children, 14 or 48% of this group made good progress. SEN pupils in KS1 were making good progress in line with the rest of the class. Dips were seen in Key Stage 2 and significantly in Yrs 3, 4 and 5 where only 30-33% of this group in each class were making good progress. • Out of 39 PPG pupils 23 of whom (59%) made good progress. Years 2 and 4 have the lowest % of this group making good progress. • Years 2, 3 & 4 are years with most children off target. Pupils targeted for boosters classes and more support in lessons. 	
<p>4.9</p>	<p>Spring term objectives and actions:-</p> <ul style="list-style-type: none"> • All children on CTG register to move from CTG to monitoring Quality First teaching to be used. • Parents informed of areas of misconception following end of unit assessments • Maths boosters to be run in KS2 targeting key children. • Yr 4 multiplication check-by end of spring term majority of children to be able to recite and recall times tables- 2,5,10,3,4,6,8 & 9 <p><i>HT left meeting at 8.30am</i></p>	
<p>4.10</p>	<p>Governor question: - Were the children attending boosters the same in literacy and maths?</p> <p>LP-It varied there was some overlap but not a trend. Short sharp booster sessions have a quick impact.</p>	
<p>4.11</p>	<p>Governor question: -school commended for b bringing parents in the</p>	

	<p>support and information. Is it working well?</p> <p>LP-Information would be going to parents next week assessments of children shared if pupil attainment below 60%.</p>	
4.12	<p>Governor question: - How may parents help especially where parents have no confidence in maths?</p> <p>Deputy HT STJ- to use parents evening to support and give them confidence.</p>	
4.13	<p>Governor question: -how do you measure the effect on impact of parent involvement.? All families are different needs to be a tailored approach. How could school evaluate evidence of parental impact.</p>	
4.14	<p>Governor suggestion:- that a question on parent survey at the end of the year before the end of the year to ascertain how helpful this Approach has been.</p> <p>LP was thanked for her presentation.</p> <p><i>She left the meeting at 8.35am.</i></p> <p><i>Writing</i></p>	
4.15	<p>STJ presented an update further to Writing Lead Jo Wreford's report to FGB in November FGB meeting. JW had moderated pupils' performance in the autumn. Of the 30 children previously not meeting expected targets 15 have now caught up and 15 were on the way.</p>	
4.16	<p>12 of those were one step behind Expected progress and three were two steps behind (2 were PPG pupils and 1 was EAL pupil).</p>	
4.17	<p>It was reported that the Spelling scheme had had a very positive impact. School now needed concerted effort on Punctuation.</p>	
4.18	<p>Years 2&4 showed the lowest set of autumn term attainment data. Yr4 had a high proportion of SEND pupils and Yr 2 had not yet experienced an uninterrupted year of school.</p>	
4.19	<p>Actions:-</p> <ul style="list-style-type: none"> • Booster Sessions before school (1:1 worked best for writing) • Half termly check by writing lead with class teacher of children of concern. • Moderation with saint Paul's school coming up <p>JW's report had been shared on GovernorHub.</p>	
4.20	<p>Governor question: - Now volunteers were back in school could they assist with writing?</p> <p>Dep HTs-That would be difficult as it was necessary to look at the journey of the child behind writing which requires a class teacher's</p>	

4.21	<p>input.</p> <p><i>8.45am Dep HT JB left the meeting.</i></p> <p>Governor comment: -supported the actions being undertaken and outside moderation; was the morning focus for writing remaining?</p> <p>Dep HT- Yes spelling improvement due to dedicated time has shown results. It would continue.</p> <p>Deputy HT was thanked for her update and Chair would be undertaking Writing Link Governor visit.</p>	
5.0	<p>Leadership and Management (SMcG)</p> <p><i>SIP Autumn Term Report</i></p> <p>5.1 Governors noted that report was on GovernorHub, no new items since HT's last report.</p> <p><i>SG Audit Report/Link Governor</i></p> <p>5.2 Link Governor reported that the Safeguarding Audit was undertaken every autumn and every two years an external audit was undertaken.</p> <p>5.3 Former Meadlands Deputy HT and external Safeguarding expert Alex Colclough visited in the autumn term. AC's Safeguarding report had been shared on GovernorHub. A glowing report had been given but there were three "icing on the cake" recommendations.</p> <p><i>Policies Approvals</i></p> <p>5.4 Ratification of policy updates would take place via GovernorHub. NQT policy required but still needed a little extra work on it.</p> <p>5.5 SEND policy- Governors agreed that JC Would take on responsibility of approving on behalf of FGB. JB to advise on the relationship between signing off the policy and its link with PPG report.</p> <p><i>Staffing/Business Plan Update</i></p> <p>5.6 Link Governor reported on the consultation that had taken place in the autumn and that as a result one person had been made redundant however if further opportunities arose they could be invited back. The schools actions had full Council support and were well documented.</p> <p>5.7 New structure had been working since the 1st January 2022 and was working well. The process was therefore complete. Chair thanked the HT for her work and Link Governor for her support on it commenting that the process had been very well handled.</p>	<p>JC JB</p>
6.0	<p>Budget and Resources</p> <p><i>Financial Update- Budget Monitoring/Covid-19</i></p>	

6.1	Finance report from the Chair was given to governors following the Finance Steering Group (FSG) meeting on 24 th January.	
6.2	<p>Main points:-</p> <ul style="list-style-type: none"> • The schools financial position still strong • Year 3 balance had changed from £0 previously to + £13,000 (as a result of lower expenses and increased income) • Next FGB would look at draft new budget due to be submitted by end of March • Rising energy prices and inflationary pressures likely to impact and the budget for next year would be important 	
6.4	<p>Governor question: -who will pay for recent boiler repairs?</p> <p>Dep HT -AfC would foot the bill as it was related to the nursery build. However there were other longer term issues regarding the building due to its high maintenance costs, future viability etc</p> <p><i>Nursery build</i></p>	
6.5	<p>Nursery build was behind schedule and hand back that was due at half term was now due at Easter. School was planning for further delay (Covid impact, materials shortages etc)</p> <p>Governor question: - Did contract contain delay clauses?</p>	STJ
6.6	<p>Dep HT- Not known- to be checked.</p> <p>The Link Governor for nursery build was unaware of latest delay and questioned whether school was using Governor Links correctly and to full potential? Feedback to school on this should happen.</p>	STJ
6.7	<p>LA Governor commented that all Council building projects were experiencing delays and availability of building materials was a major factor.</p> <p><i>9am UT left the meeting</i></p> <p><i>Health and safety</i></p>	
6.8	<p>Chair reported that H&S inspection had occurred and there were no issues except for the boiler and the longer term viability of Ingenium (temporary nursery building)</p> <p><i>SFVS (Schools Financial Value Standard)</i></p>	
6.9	<p>SFVS needed to be submitted by end of March. Schools adviser Steve Llewellyn said it is OK to have a couple of items with questions over them.</p>	
6.10	<p>Chair invited questions on the Budget and Resources and there were no further questions.</p>	
7.	Behaviour and Attitudes	

	<i>Behaviour Policy Update</i>	
7.1	This was covered earlier in the meeting.	
	<i>Attendance Update</i>	
7.2	Dep HT STJ had recently had good meeting with Education Welfare Officer (EWO). Although Meadlands attendance levels were the lowest ever in the autumn- 93.8% (compared with 98% in Autumn 2020-21) the EWO had confirmed that Meadlands was still doing very well compared with attendance in other schools both locally and nationally.	
7.3	Lower attendance was due predominantly to Covid absence being registered as 'illness' now whereas previously it had a special code. When Nursery was included the attendance level was 93%.	
	<i>Persistent Absentees</i>	
7.4	It was reported that there were 59 persistent absentees(including Nursery and Covid absences) but only 45 when the Nursery was excluded (as Nursery aged children are not statutorily required to attend)	
7.5	In autumn term half of nursery children were Persistent Absentees.	
7.6	When Covid related absences were removed there were 17 PA children. Only three of these had under 85% attendance. The remaining 14 had attendance in high 80%s or low 90%s.	
7.7	Two children were of concern both in Reception (attendance of 72% and 63%)	
7.8	Deputy HT outlined interventions including nurse referrals, punctuality charts, parents meetings and attendance contracts.	
7.9	Deputy HT said that school was tightening up on timing for nursery parents to reduce late arrivals which had been exacerbated by the location of the temporary nursery building. Focus would now shift to attendance.	
7.10	Governor comment: -School's actions sound very positive but if nursery pupil attendance was not statutory then school needs to be careful about approach and not lose pupils. Dep HT -School is very aware of this but also thinks pupils feel better when leaving carer at the gate rather than at the building.	
7.11	Governor question: - What are the numbers in nursery; is there a	

	<p>waiting list? Dep HT-No waiting list but numbers are healthy. The school nursery doing better than others locally and has 14 applications for September. Likely that many further applications as new building is completed.</p>	
8.0	<p>Personal development <i>Review of Governor's Morning in school</i></p>	
8.1	<p>Chair thanked school team for arranging the Governors' morning and invited comments from governors who attended.</p>	
8.2	<p>Governor comment:-Very good to be back in school. Specific programme laid on for governors was very good.</p>	
8.3	<p>Governor comment:-First time in the school, a very rewarding experience, and individual presentations very good especially regarding artwork.</p>	
8.4	<p>Governor concern:- If art was being used as therapy had the staff received adequate training for what might emerge as a result? ie potential impact on them too. Other governors agreed with this point.</p>	
8.5	<p>Governor comment :-Very useful to have had informal interaction with other governors on the Board. It had also raised the profile of governors within the school which was useful and should happen again.</p>	
8.6	<p>Governor comment :-Agreed-seeing classes in action was very valuable. It was a good visit and suggested a longer debrief at end might be valuable.</p>	
8.7	<p>Governor question : - As CD was unable to present at the governors morning due to time constraints could this be added to a future agenda? This was agreed to be a good idea.</p>	WN
9.0	<p>Governance <i>Elect Chair and Vice Chair</i></p>	
9.1	<p>Nominations for the Chair and Vice Chair roles had been sought prior to the meeting by the Clerk. None had been received.</p>	
9.2	<p>Governors unanimously agreed to Nigel Seymour continuing as Chair until the end of the school year and Annabelle Hughes as Vice Chair for a further year (until January 2023). <i>Succession Planning</i></p>	
9.3		

	<p>Chair referred to the recent Chairs Briefing at which the need for succession planning had been stressed. He informed governors of his plan to leave the Governing Board at the end of the school year and the need for succession planning to be discussed at the next FGB meeting. He would be circulating a succession planning document shortly.</p>	Chair
9.4	<p><i>FGB and FSG Terms of Reference 2021-</i></p> <p>Governors were informed that the Safeguarding wording addition had now been approved by AfC and the terms of reference had been updated to reflect this.</p>	
9.5	<p><i>Training</i></p> <p>Chair highlighted the upcoming training on 'Developing Chairing Skills' in March for anyone interested and in the context of succession planning. Clerk referenced other upcoming training courses including those for new governors.</p>	
9.6	<p><i>Confirm Link roles and visits schedule</i></p> <p>A new Governor Link for Writing was required following the resignation of Ruth Nelligan. Volunteers were asked to put themselves forward.</p>	Govs
9.7	<p><i>Membership</i></p> <p>Clerk confirmed there was currently one co-opted governor vacancy</p>	
10.	Safeguarding and Single Central List Update	
10.1	The updated Single Central List would be signed following the meeting.	Chair
11.	Minutes of the last meeting –	
11.1	The minutes of the last FGB meeting on 25 th November 2021 were received and agreed as a true and accurate record and would be signed by the Chair.	Chair
12.	Matters Arising	
12.1	There were no matters arising.	
13.	Reflections on the Meeting	
13.1	Chair thanked all for reports and attendance.	
14	Date of Next Meeting	
14.1	The date of the next FGB meeting was agreed as Thursday 17th March 2022 (with morning or afternoon timing to be confirmed following GovernorHub survey) in a hybrid format but with in-person attendance as an aspiration. One governor present expressed preference for	Chair

morning meetings.	
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The meeting ended at 9.40am

Signed by the Chair _____

Date _____

Summary of Actions

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
2.3	DP inventory-addition of cameras	STJ
5.5	JC to ratify PPG policy and JB to clarify link between PPG audit report and PPG policy	JC/JB
7.19	Behaviour policy- parents involvement-plan sharing	HT/STJ
6.5	Delay penalty clauses in Nursery Build contract?	STJ
6.6	Feedback to school re using Link Governors fully	STJ
8.7	CD presentation-agenda item next meeting	Clerk
9.3	Succession planning document to be circulated	Chair
9.6	Volunteer for Writing GL role	Govs
10.1	Sign SCL	Chair
11.1	Sign FGB Mins Nov 2021	Chair
14.1	Timing of next FGB on 17 th March to be surveyed via GovernorHub	Chair

List of documents:-

- Draft Agreed FGB Minutes of 25th November 2021
- FGB Actions Log 17th Jan 2022
- Governors Autumn Term Assessment Pack-Overview and Contextual Data
- FADE Writing Report Autumn 2021
- FADE Writing Report Autumn 2021 with review Dec 2021
- FADE Maths presentation to Governors Jan 2021
- Safeguarding Governor Link Report and Audit Autumn Term
- Policies for Governors April 2021 updated